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ABSTRACT

This study examined the effectiveness of the Title 1 Elementary School Summer program that provided intervention to underachieving kindergarten through grade 5 pupils who were below average in reading ability at 7 schools located throughout the Columbus, Ohio public school district. The program featured group instruction (with many of the activities modeled after the Reading Recovery program) for 3.25 hours daily over a period of 22 days of instruction. The program also featured a parent component. Of the 785 pupils served, 649 (82.7%) met the attendance criterion for inclusion in the treatment group. Results indicated that: (1) 80.6% of the pupils in the treatment group read a minimum of 8 books; (2) 73% of the treatment group of pupils displayed all 3 strategic processing behaviors desired (constructing meaning, monitoring reading, integrating sources of information) at least once during the instructional period; (3) the 649 treatment group pupils (82.7% of all pupils served) represented 90.1% (707) of the total number of different parents or guardians involved in the program and 93.8% (2,702) of the total contacts made (2,881). Findings suggest that inservice sessions for parents should continue, similar parent inservices should be considered for the regular school year, and program developers should focus on developing the observational and instructional skills of the teachers involved rather than increasing the number of pupils served. (Contains four figures of data.) (RS)

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ED 388 944

# TITLE 1

## FINAL EVALUATION REPORT

# ELEMENTARY SCHOOL SUMMER PROGRAM

## 1995

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TITLE I
FINAL EVALUATION REPORT
ELEMENTARY SCHOOL SUMMER PROGRAM
1995

## Executive Summary

Program Description: The purpose of the Title I Elementary School Summer Program was to provide intervention to underachieving kindergarten through grade 5 pupils who were below average in reading ability. To accomplish this purpose the program featured group instruction for pupils for 3.25 hours daily. The group instruction was designed to provide a more comprehensive assessment of a pupil's development of reading and writing strategies than might be achieved during regular classroom instruction. Many of the activities developed during Title I Elementary School Summer Program instruction were based on activities established in the Reading Recovery™ Program, a program of intensive one-on-one instruction for underachieving at-risk grade 1 pupils.

Seven schools located throughout the district were chosen as sites for the Title I Elementary School Summer Program, including Deshler, Hudson, Maize, Shady Lane, Trevitt, West Broad, and Windsor Elementaries. Kindergarten and grade 1 pupils were grouped together in classes of 25-36 pupils and taught by a team of three teachers. Grade 2 pupils were grouped together in classes of 16-24 pupils and taught by a team of two teachers. One class of 12 pupils at Windsor (grades 3-5) was taught by one teacher. A total of 82 teachers taught in the program. During the course of the program, teachers in each building received assistance from a building program coordinator who provided instructional support.

In addition to the classroom reading and writing instruction, the program also featured a parent component. The parents/guardians of program pupils were asked to attend three inservice sessions at the site where their children attended the program. These inservices were conducted by two trained Reading Recovery teachers and focused on ways parents/guardians could support their children's literacy acquisition at home.

Time Interval: The program started on June 21, 1995 and continued through July 21, 1995, providing for a maximum of 22 days of instruction. Pupils included in the final analyses for Desired Outcomes 1 and 2 must have attended the program at least 50 percent of the possible days of instruction (at least 11 days during the program).

Activities: Daily lessons included the teachers reading to pupils, shared reading/writing activities, guided reading/writing activities, and independent reading/writing activities. The focus of all components of the lessons was to assist the pupils in developing independent reading and writing strategies.

Evaluation Design: The evaluation design included two desired outcomes: (1) at least 75 percent of the pupils who attended the program at least 50 percent of the instructional days will independently read a minimum of eight books selected by the Title I Summer School teacher; and (2) at least 50 percent of the pupils who attended the program at least 50 percent of the instructional days will display evidence of each strategic processing behavior at least once during the instructional period when reading appropriate instructional text to the satisfaction of the Title I Summer School teacher.

Major Findings: During the Title I Elementary School Summer Program, a total of 785 pupils were served. The average number of hours of instruction per pupil per day was 3.25 hours. The average days scheduled (enrollment) was 21.5 days per pupil and the average days served (attendance) was 16.3 days per pupil. Enrollment and attendance data were used to determine if a pupil was included in the treatment group for program analyses. Of the 785 pupils served, 649 (82.7%) pupils attended the program the necessary 50 percent of the instructional period and were included in the treatment group. These 649 treatment group pupils averaged 21.8 days of scheduled attendance and 18.5 days of service.

Desired Outcome 1 stated that at least 75 percent of the treatment group pupils would independently read a minimum of eight books selected by the program teacher. Of the 649 pupils in the treatment group, 523 (80.6%) read at least 8 books, indicating that the desired outcome was met. The average number of books read independently by the 649 pupils was 8.4 books and the range was from zero to 17 books.

Desired Outcome 2 stated that at least 50 percent of the treatment group pupils would display evidence of each strategic processing behavior (constructing meaning, monitoring reading, integrating sources of information) at least once during the instructional period when reading appropriate instructional text to the satisfaction of the program teacher. Of the 649 pupils in the treatment group, 474 (73.0%) displayed all three behaviors, indicating the desired outcome was met. More specifically, 563 (86.7%) displayed construction of meaning, 513 (79.0%) monitored reading, and 567 (87.4%) integrated sources of information.

Parent involvement information showed that 785 different parents or guardians were involved in the program and that 2881 contacts were made by these individuals. The 649 treatment group pupils (82.7% of all pupils served) represented 90.1% (707) of the total number of different parents or guardians involved in the program and 93.8% (2702) of the total contacts made.

Recommendations:

Based on the evaluation results, it is recommended that the Title I Elementary School Summer Program be offered again during the summer of 1996. With that in mind, the following recommendations are presented:

1. Every effort should be made to continue the inservice sessions for parents. Parent support for literacy acquisition and understanding how to assist their children in becoming more literate is essential to the academic achievement of young children.

2. In 1992, the summer program served 162 pupils. In 1993, the number of pupils served increased by over 300% to 488 pupils. During 1994 the number of pupils served increased again by almost 30% to 626 pupils, and for 1995 the number increased by over 25% to 785 pupils. During 1996, the program developers should focus on developing the observational and instructional skills of the teachers involved rather than increasing the number of pupils and teachers involved in the program. This would place a greater emphasis on individual pupil achievement, not just the number of pupils served.

3. Although Desired Outcome 2 was achieved (73.0% of the 649 treatment group pupils displayed all three reading behaviors), only 37.5% (42 of 112) of the kindergarten pupils were successful in displaying all three behaviors. Program developers need to examine whether the three behaviors are appropriate for kindergarten pupils and/or whether kindergarten teachers are trained to recognize these behaviors when observed.

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Demographics for All Pupils Served

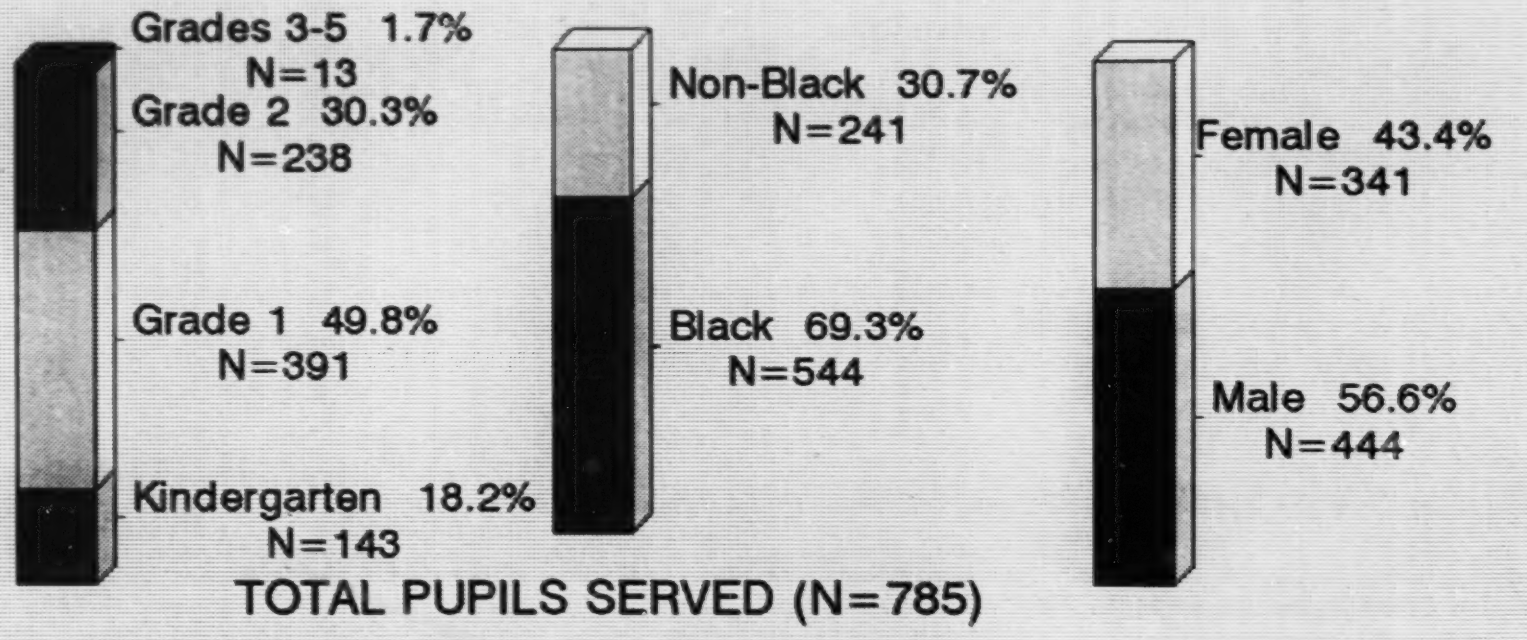


FIGURE 1

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# Elementary School Summer Program

# Desired Outcome Results

- Desired Outcome 1: At least 75 percent of the pupils who attended the program at least 50 percent of the instructional days will independently read a minimum of eight books selected by the Title I Summer School teacher.

- Desired Outcome 2: At least 50 percent of the pupils who attended the program at least 50 percent of the instructional days will display evidence of each strategic processing behavior at least once during the instructional period when reading appropriate instructional text to the satisfaction of the Title I Summer School teacher.

- The following charts (Figures 2 and 3) present the analyses of the number and percent of treatment group pupils who met the performance criterion for Desired Outcomes 1 and 2. The charts indicate the number of pupils in each treatment group, number of pupils meeting the performance criterion, and the percent of pupils meeting the performance criterion for each desired outcome.

- Summary statements for pupils served in the Elementary School Summer Program:

  > Of the 785 pupils served, 649 (82.7%) met the criterion to be included in the Desired Outcome 1 treatment group.
  > Of the 649 Desired Outcome 1 treatment group pupils, 523 (80.6%) met the performance criterion for Desired Outcome 1, indicating the desired outcome was achieved.

- By grade level, all 12 (100.0%) grade 3-5 pupils in the treatment group achieved the desired outcome, followed by 87.0% (274 of 315 treatment group pupils) of the grade 1 pupils. The smallest percentage of pupils to achieve the desired outcome was grade 3 with 72.4% (152 of 210) of the treatment group pupils reading the desired number of books.
- Of the 649 pupils who met the criterion to be included in the Desired Outcome 2 treatment group, 474 (73.0%) met the performance criterion for Desired Outcome 2, indicating the desired outcome was achieved.
- By grade level, 83.8% (176 of 210 treatment group pupils) of the grade 2 pupils achieved the desired outcome, followed by 78.4% (247 of 315) of the grade 1 pupils. The smallest percentage of pupils to achieve the desired outcome was kindergarten, with 37.5% (42 of 112) of the treatment group pupils displaying the three reading behaviors.

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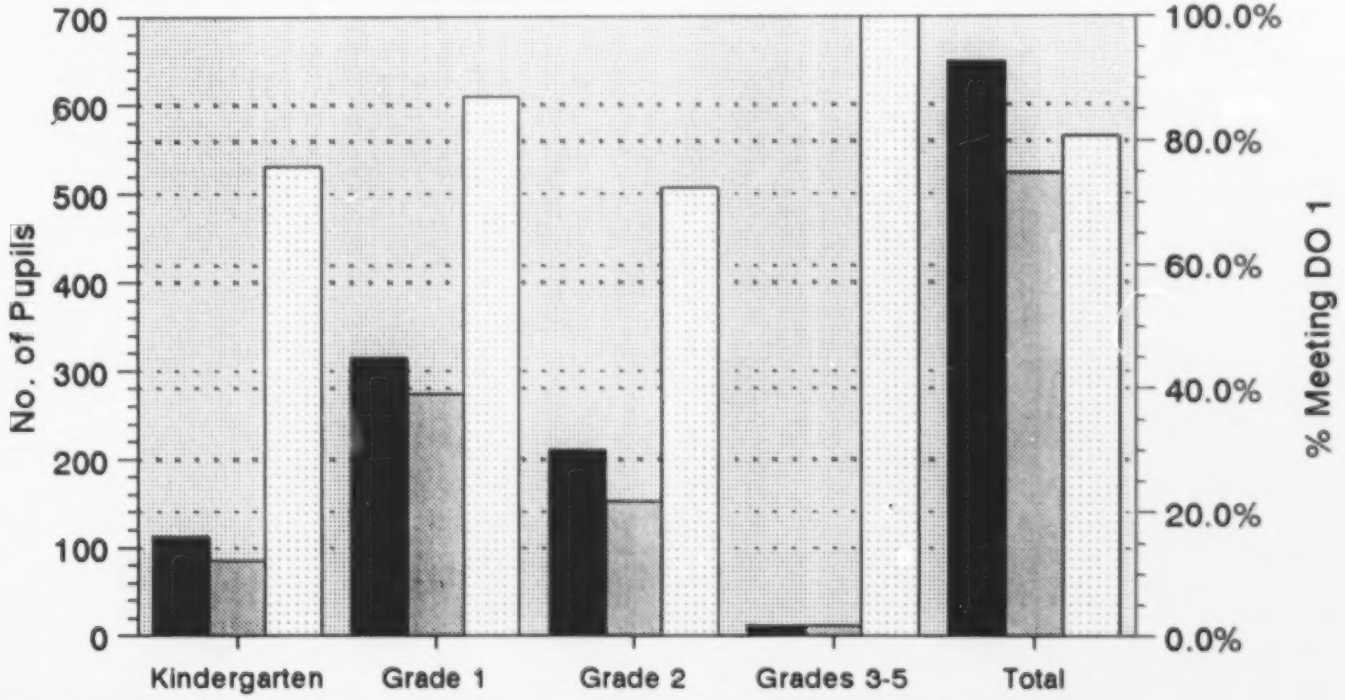
Desired Outcome 1: Read a Given Number of Certified Books
Number and Percent of Pupils Who Met Criterion by Grade Level




| | Kindergarten | Grade 1 | Grade 2 | Grades 3-5 | Total |
|---|---|---|---|---|---|
| No. in Treatment DO 1 | 112 | 315 | 210 | 12 | 649 |
| No. Meeting DO 1 | 85 | 274 | 152 | 12 | 523 |
| % Meeting DO 1 | 75.9% | 87.0% | 72.4% | 100.0% | 80.6% |

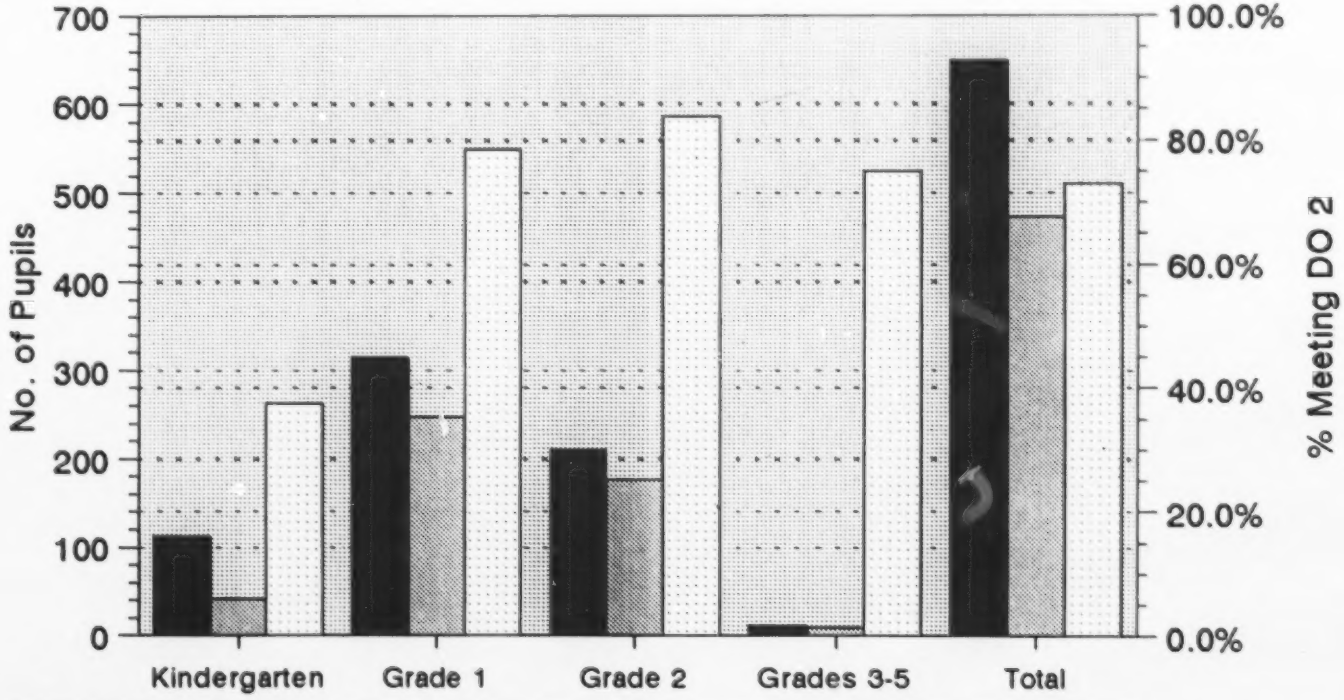
FIGURE 2

Of the 785 total pupils served, 649 (82.7%) met the attendance criterion to be included in the treatment group.

# 1995 TITLE I ELEMENTARY SCHOOL SUMMER PROGRAM

Desired Outcome 2: Strategic Processing

Number and Percent of Pupils Who Met Criterion by Grade Level




| | Kindergarten | Grade 1 | Grade 2 | Grades 3-5 | Total |
|---|---|---|---|---|---|
| No. in Treatment DO 2 | 112 | 315 | 210 | 12 | 649 |
| No. Meeting DO 2 | 42 | 247 | 176 | 9 | 474 |
| % Meeting DO 2 | 37.5% | 78.4% | 83.8% | 75.0% | 73.0% |

## FIGURE 3

Of the 785 total pupils served, 649 (82.7%) met the attendance criterion to be included in the treatment group.

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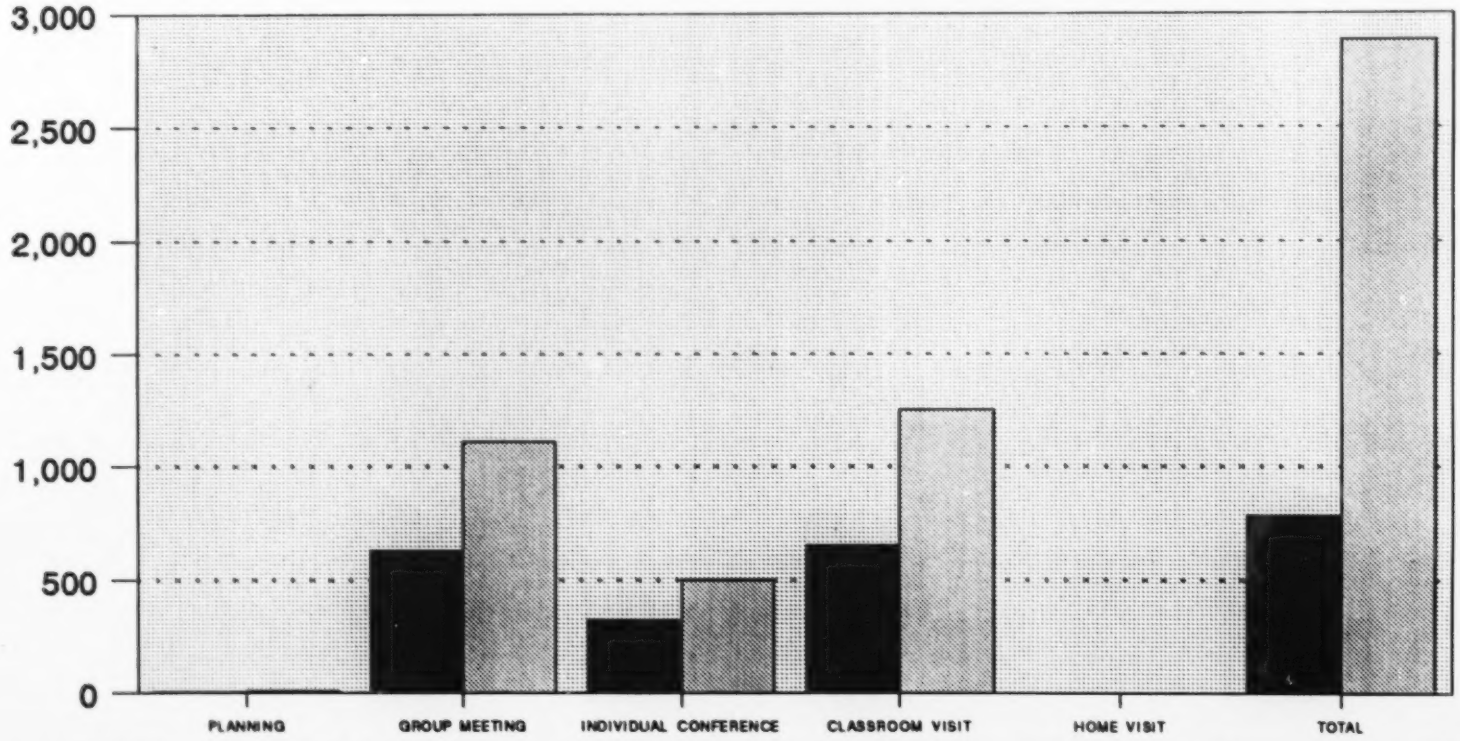
# Elementary School Summer Program

# Parent Involvement Information

- Records of parent contacts and activities were maintained by program teachers. The following chart (Figure 4) presents parent involvement information for all pupils served by the Title I Elementary School Summer Program.
  - > A total of 785 different individuals (parents, guardians) were involved with the Title I Elementary School Summer Program.
  - > Individuals involved in classroom visits (657) accounted for the greatest number of persons involved with the program.
  - > The smallest number of individuals were involved with home visits (3) and planning (9).
  - > A total of 2881 contacts were made with the 785 individuals involved with the Title I Elementary School Summer Program.
  - > Contacts involving classroom visits (1253) accounted for the greatest number of contacts with the program.
  - > The smallest number of contacts with the program included home visits (4) and planning (11).

# 1995 TITLE I ELEMENTARY SCHOOL SUMMER PROGRAM

## PARENT INVOLVEMENT FOR ALL PUPILS SERVED BY TYPE OF ACTIVITY




| | PLANNING | GROUP MEETING | INDIVIDUAL CONFERENCE | CLASSROOM VISIT | HOME VISIT | TOTAL |
|---|---|---|---|---|---|---|
| INDIVIDUALS | 9 | 629 | 322 | 657 | 3 | 785 |
| CONTACTS | 11 | 1,113 | 500 | 1,253 | 4 | 2,881 |

FIGURE 4

Total individuals is not additive across all activities as each individual may be involved in more than one activity.